



July 2009

DEPARTMENT OF EDUCATION
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 6

Test Date: March 2009
Code: 10741263
SAU: Hermon School Department
School: Hermon Middle School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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SUMMARY OF SCORES

Test Date: March 2009

Grade: 6

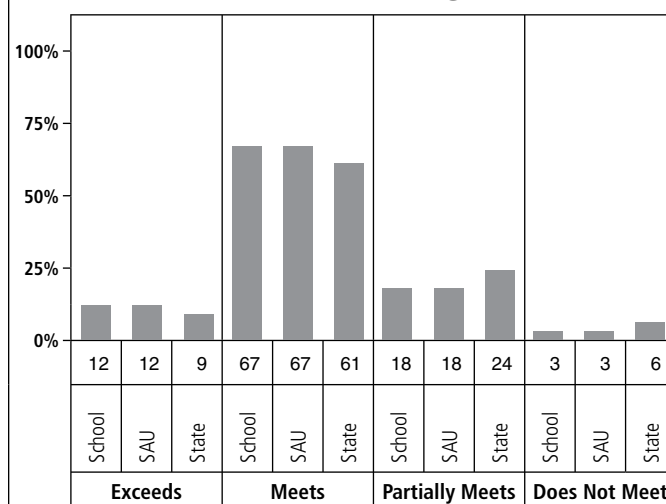
SAU: Hermon School Department

School: Hermon Middle School

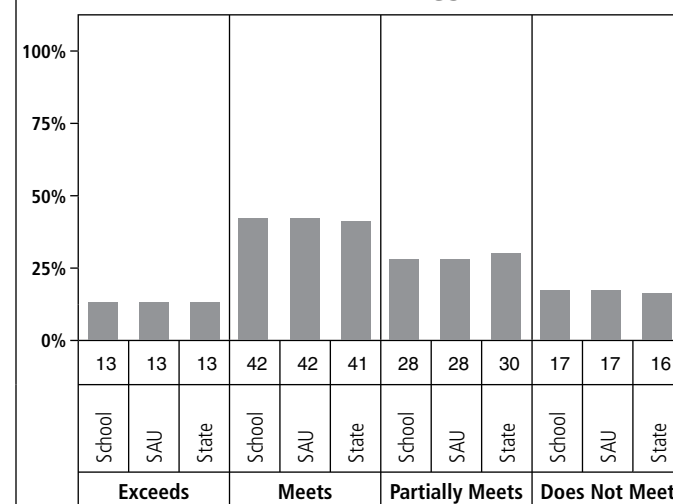
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	646	646	646
2007–2008	645	645	648
2008–2009	650	650	647
Cum. Avg.*	647	647	647
Mathematics			
2006–2007	643	643	643
2007–2008	640	640	642
2008–2009	643	643	643
Cum. Avg.*	642	642	643

ELA – READING



MATHEMATICS



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009
Grade: 6
SAU: Hermon School Department
School: Hermon Middle School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																	
							ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	60	100	60	100	14251	100	60	100	60	100	14150	99	60	100	60	100	14156	100						
Ethnicity African American/Black	2	3	2	3	421	3	2	100	2	100	412	98	2	100	2	100	415	99						
American Indian or Native Alaskan	0	0	0	0	128	1	0	0	0	0	127	99	0	0	0	0	128	100						
Asian or Pacific Islander	0	0	0	0	212	1	0	0	0	0	210	99	0	0	0	0	212	100						
Hispanic	3	5	3	5	181	1	3	100	3	100	177	98	3	100	3	100	178	99						
Caucasian/White	55	92	55	92	13309	93	55	100	55	100	13224	100	55	100	55	100	13223	100						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Identified disability	7	12	7	12	2468	17	7	100	7	100	2423	99	7	100	7	100	2426	99						
Current LEP	1	2	1	2	341	2	1	100	1	100	330	97	1	100	1	100	338	99						
Economically disadvantaged	9	15	9	15	5780	41	9	100	9	100	5724	99	9	100	9	100	5725	99						
Migrant	0	0	0	0	4	0	0	0	0	0	4	100	0	0	0	0	4	100						

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	52	87	52	87	11369	80	52	87	52	87	11373	80						
Identified disability (PET/IEP)	0	0	0	0	355	3	0	0	0	0	371	3						
LEP	0	0	0	0	167	1	0	0	0	0	170	1						
504 plan	0	0	0	0	172	2	0	0	0	0	175	2						
Participation with accommodations	8	13	8	13	2594	18	8	13	8	13	2605	18						
Identified disability (PET/IEP)	7	88	7	88	1881	73	7	88	7	88	1877	72						
LEP	1	13	1	13	155	6	1	13	1	13	161	6						
504 plan	0	0	0	0	74	3	0	0	0	0	71	3						
Other	0	0	0	0	519	20	0	0	0	0	532	20						
Participation through alternate assessment (PAAP)	0	0	0	0	187	1	0	0	0	0	178	1						
Identified disability (PET/IEP)	0	0	0	0	187	100	0	0	0	0	178	100						
LEP	0	0	0	0	8	4	0	0	0	0	7	4						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	0	0												
Approved non-participation – special consideration	0	0	0	0	26	0	0	0	0	0	25	0						
Non-participation – other	0	0	0	0	75	1	0	0	0	0	70	0						

¹Percents are the percentage of students enrolled in each participation category.

²Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2009
Grade: 6
SAU: Hermon School Department
School: Hermon Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 662–680)	2006-2007	6	9	6	9	1132	8
	2007-2008	5	7	5	7	1817	13
	2008-2009	7	12	7	12	1309	9
	Cum. Total*	18	9	18	9	4258	10
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 642–660)	2006-2007	40	59	40	59	8127	57
	2007-2008	40	53	40	53	8072	57
	2008-2009	40	67	40	67	8564	61
	Cum. Total*	120	59	120	59	24763	59
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 630–640)	2006-2007	14	21	14	21	3549	25
	2007-2008	23	31	23	31	3194	23
	2008-2009	11	18	11	18	3291	24
	Cum. Total*	48	24	48	24	10034	24
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 600–628)	2006-2007	8	12	8	12	1478	10
	2007-2008	7	9	7	9	981	7
	2008-2009	2	3	2	3	799	6
	Cum. Total*	17	8	17	8	3258	8

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	56	100	36.4	65.0	36.4	65.0	33.8	60.4
A1/A2 Interconnected Elements/Literary Text	20	36	12.8	64.0	12.8	64.0	11.9	59.5
A1/A3/4 Interconnected Elements/Informational Text/Persuasive Text	36	64	23.6	65.6	23.6	65.6	21.9	60.8

The MEA assesses students’ reading skills based on questions related to three types of reading passages: literary, informational, and persuasive. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.



ELA-READING RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 6
 SAU: Hermon School Department
 School: Hermon Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	60	7	12	40	67	11	18	2	3	650	60	12	67	18	3	650	13963	9	61	24	6	647
Ethnicity																						
African American/Black	2										2						403	5	46	34	15	641
American Indian or Native Alaskan	0										0						125	4	49	38	10	642
Asian or Pacific Islander	0										0						206	18	56	20	6	649
Hispanic	3										3						174	5	55	33	7	644
Caucasian/White	55	6	11	39	71	8	15	2	4	650	55	11	71	15	4	650	13055	9	62	23	5	647
Not Reported	0										0						0					
Identified disability																						
Yes	7	0	0	1	14	4	57	2	29	635	7	0	14	57	29	635	2236	1	30	48	22	637
No	53	7	13	39	74	7	13	0	0	652	53	13	74	13	0	652	11727	11	67	19	3	649
Current LEP																						
Yes	1										1						322	2	39	37	21	638
No	59	7	12	40	68	10	17	2	3	650	59	12	68	17	3	650	13641	10	62	23	5	647
Economically disadvantaged																						
Yes	9	0	0	7	78	1	11	1	11	647	9	0	78	11	11	647	5617	4	54	33	9	643
No	51	7	14	33	65	10	20	1	2	651	51	14	65	20	2	651	8346	13	66	17	3	650
Migrant																						
Yes	0										0						4					
No	60	7	12	40	67	11	18	2	3	650	60	12	67	18	3	650	13959	9	61	24	6	647
Gender																						
Female	28	5	18	19	68	4	14	0	0	653	28	18	68	14	0	653	6743	13	63	20	4	649
Male	32	2	6	21	66	7	22	2	6	648	32	6	66	22	6	648	7220	6	60	27	7	645
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1408	4	41	43	12	641
No	60	7	12	40	67	11	18	2	3	650	60	12	67	18	3	650	12555	10	64	21	5	648
Gifted/talented program																						
Yes	0										0						636	39	59	2	0	659
No	60	7	12	40	67	11	18	2	3	650	60	12	67	18	3	650	13327	8	61	25	6	647

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA-READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 6

SAU: Hermon School Department

School: Hermon Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	5	0	0	2	67	1	33	0	0	653	5	0	67	33	0	653	6	5	47	32	16	642
B. less than one hour	70	4	10	30	71	7	17	1	2	650	70	10	71	17	2	650	59	9	62	24	5	647
C. one to two hours	23	3	21	7	50	3	21	1	7	650	23	21	50	21	7	650	32	11	64	21	4	648
D. more than two hours	2	0	0	1	100	0	0	0	0	648	2	0	100	0	0	648	3	10	50	26	13	644
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	24	3	21	9	64	2	14	0	0	652	24	21	64	14	0	652	31	17	66	14	3	651
B. good	56	4	12	24	73	5	15	0	0	652	56	12	73	15	0	652	48	8	64	23	5	647
C. fair	20	0	0	6	50	4	33	2	17	642	20	0	50	33	17	642	18	2	48	40	10	641
D. poor	0										0						2	1	34	47	18	638
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	41	4	17	17	71	3	13	0	0	653	41	17	71	13	0	653	38	13	65	18	3	650
B. They match some of what I have learned.	46	3	11	17	63	5	19	2	7	649	46	11	63	19	7	649	49	8	63	24	5	647
C. They match just a little of what I have learned.	10	0	0	5	83	1	17	0	0	648	10	0	83	17	0	648	10	5	48	36	11	642
D. There is no match.	3	0	0	1	50	1	50	0	0	644	3	0	50	50	0	644	3	3	35	38	24	639
How difficult was the reading part of this test?																						
A. more difficult than my regular schoolwork	12	0	0	5	71	1	14	1	14	645	12	0	71	14	14	645	16	7	52	30	11	644
B. about the same as my regular schoolwork	70	6	14	27	64	8	19	1	2	651	70	14	64	19	2	651	66	10	64	22	4	648
C. easier than my regular schoolwork	18	1	9	8	73	2	18	0	0	651	18	9	73	18	0	651	17	11	61	22	5	648
How difficult were the reading passages on this test?																						
A. Most of the passages were more difficult than what I normally read.	7	1	25	0	0	2	50	1	25	641	7	25	0	50	25	641	10	2	39	42	17	639
B. Most of the passages were about the same as what I normally read.	55	2	6	24	73	7	21	0	0	650	55	6	73	21	0	650	55	6	62	27	5	646
C. Most of the passages were easier than what I normally read.	38	4	17	16	70	2	9	1	4	652	38	17	70	9	4	652	35	16	67	14	3	651
How hard did you try on the reading part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	53	3	10	18	58	8	26	2	6	648	53	10	58	26	6	648	48	10	60	24	6	647
B. I tried about the same as I do on my regular schoolwork.	47	4	14	21	75	3	11	0	0	653	47	14	75	11	0	653	49	10	63	22	5	648
C. I did not try as hard on this test as I do on my regular schoolwork.	0										0						3	3	53	29	15	642
How much time do you spend reading at home each day?																						
A. more than one hour	33	2	10	16	80	2	10	0	0	652	33	10	80	10	0	652	23	15	65	16	4	650
B. 20 minutes to an hour	30	4	22	11	61	2	11	1	6	652	30	22	61	11	6	652	49	10	64	22	4	648
C. less than 20 minutes	12	0	0	5	71	1	14	1	14	646	12	0	71	14	14	646	11	6	58	29	7	645
D. I rarely read at home.	25	1	7	8	53	6	40	0	0	647	25	7	53	40	0	647	17	2	51	36	11	642
Optional school/SAU question																						
A.	100	0	0	0	0	0	0	1	100	620	100	0	0	0	100	620						
B.	0										0											
C.	0										0											
D.	0										0											

MATHEMATICS RESULTS

Test Date: March 2009
Grade: 6
SAU: Hermon School Department
School: Hermon Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 662–680)	2006-2007	10	15	10	15	2092	15
	2007-2008	4	5	4	5	1474	10
	2008-2009	8	13	8	13	1807	13
	Cum. Total*	22	11	22	11	5373	13
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 642–660)	2006-2007	28	41	28	41	5731	40
	2007-2008	28	37	28	37	6008	43
	2008-2009	25	42	25	42	5662	41
	Cum. Total*	81	40	81	40	17401	41
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 628–640)	2006-2007	17	25	17	25	4175	29
	2007-2008	32	43	32	43	4244	30
	2008-2009	17	28	17	28	4219	30
	Cum. Total*	66	33	66	33	12638	30
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 600–626)	2006-2007	13	19	13	19	2308	16
	2007-2008	11	15	11	15	2346	17
	2008-2009	10	17	10	17	2290	16
	Cum. Total*	34	17	34	17	6944	16

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Mathematics Total Points	56	100	30.6	54.6	30.6	54.6	30.6	54.6
A. Number	18	32	10.6	58.9	10.6	58.9	10.3	57.2
B. Data	12	21	7.1	59.2	7.1	59.2	6.6	55.0
C. Geometry	14	25	6.6	47.1	6.6	47.1	7.3	52.1
D. Algebra	12	21	6.4	53.3	6.4	53.3	6.5	54.2

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.



MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 6
 SAU: Hermon School Department
 School: Hermon Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	60	8	13	25	42	17	28	10	17	643	60	13	42	28	17	643	13978	13	41	30	16	643
Ethnicity																						
African American/Black	2										2						406	4	26	36	34	633
American Indian or Native Alaskan	0										0						126	4	29	40	28	635
Asian or Pacific Islander	0										0						208	18	47	23	12	647
Hispanic	3										3						175	5	31	41	23	638
Caucasian/White	55	7	13	25	45	16	29	7	13	644	55	13	45	29	13	644	13063	13	41	30	16	643
Not Reported	0										0						0					
Identified disability																						
Yes	7	0	0	1	14	3	43	3	43	625	7	0	14	43	43	625	2248	3	18	33	46	629
No	53	8	15	24	45	14	26	7	13	645	53	15	45	26	13	645	11730	15	45	30	11	646
Current LEP																						
Yes	1										1						331	3	22	35	40	631
No	59	8	14	25	42	17	29	9	15	643	59	14	42	29	15	643	13647	13	41	30	16	643
Economically disadvantaged																						
Yes	9	1	11	4	44	2	22	2	22	638	9	11	44	22	22	638	5620	6	33	37	25	637
No	51	7	14	21	41	15	29	8	16	643	51	14	41	29	16	643	8358	18	45	26	11	647
Migrant																						
Yes	0										0						4					
No	60	8	13	25	42	17	28	10	17	643	60	13	42	28	17	643	13974	13	41	30	16	643
Gender																						
Female	28	4	14	12	43	7	25	5	18	643	28	14	43	25	18	643	6738	12	40	32	16	642
Male	32	4	13	13	41	10	31	5	16	643	32	13	41	31	16	643	7240	14	41	29	16	644
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1410	3	24	41	32	634
No	60	8	13	25	42	17	28	10	17	643	60	13	42	28	17	643	12568	14	42	29	15	644
Gifted/talented program																						
Yes	0										0						637	65	32	3	0	665
No	60	8	13	25	42	17	28	10	17	643	60	13	42	28	17	643	13341	10	41	31	17	642

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 6

SAU: Hermon School Department

School: Hermon Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	5	0	0	2	67	1	33	0	0	649	5	0	67	33	0	649	6	7	32	28	32	636
B. less than one hour	70	5	12	20	48	11	26	6	14	643	70	12	48	26	14	643	59	13	41	30	16	643
C. one to two hours	23	3	21	3	21	5	36	3	21	641	23	21	21	36	21	641	32	14	41	31	14	644
D. more than two hours	2	0	0	0	0	0	0	1	100	608	2	0	0	0	100	608	3	11	31	33	26	639
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	43	7	27	12	46	4	15	3	12	649	43	27	46	15	12	649	30	27	45	18	9	651
B. good	43	1	4	12	46	9	35	4	15	640	43	4	46	35	15	640	46	9	45	31	15	643
C. fair	13	0	0	1	13	4	50	3	38	630	13	0	13	50	38	630	20	2	29	43	26	635
D. poor	0										0						4	1	15	46	38	630
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	52	6	19	14	45	8	26	3	10	647	52	19	45	26	10	647	35	18	42	27	13	646
B. They match some of what I have learned.	38	2	9	11	48	6	26	4	17	642	38	9	48	26	17	642	50	11	43	31	15	643
C. They match just a little of what I have learned.	10	0	0	0	0	3	50	3	50	622	10	0	0	50	50	622	13	8	31	36	26	638
D. There is no match.	0										0						3	5	16	27	51	628
How difficult was the mathematics part of this test?																						
A. more difficult than my regular schoolwork	27	3	19	6	38	5	31	2	13	645	27	19	38	31	13	645	32	7	40	34	20	640
B. about the same as my regular schoolwork	68	5	13	17	43	11	28	7	18	642	68	13	43	28	18	642	56	13	42	30	15	644
C. easier than my regular schoolwork	5	0	0	1	33	1	33	1	33	635	5	0	33	33	33	635	12	31	36	20	13	650
How hard did you try on the mathematics part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	61	5	14	16	44	10	28	5	14	643	61	14	44	28	14	643	51	11	41	31	16	643
B. I tried about the same as I do on my regular schoolwork.	37	3	14	9	41	7	32	3	14	645	37	14	41	32	14	645	45	15	41	29	16	644
C. I did not try as hard on this test as I do on my regular schoolwork.	2	0	0	0	0	0	0	1	100	608	2	0	0	0	100	608	4	12	28	32	28	638
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	3	1	50	0	0	0	0	1	50	641	3	50	0	0	50	641	6	8	29	29	34	635
B. 30–45 minutes	25	3	20	3	20	4	27	5	33	637	25	20	20	27	33	637	33	10	37	34	19	641
C. 45–60 minutes	54	2	6	20	63	8	25	2	6	646	54	6	63	25	6	646	45	15	44	29	12	645
D. more than 60 minutes	17	1	10	2	20	5	50	2	20	638	17	10	20	50	20	638	16	15	41	28	16	644
How often do you use calculators in mathematics class?																						
A. almost every day	3	0	0	0	0	0	0	2	100	608	3	0	0	0	100	608	9	14	35	29	22	641
B. two or three days a week	0										0						26	15	40	30	16	644
C. two or three times each month	13	0	0	2	25	4	50	2	25	635	13	0	25	50	25	635	31	13	43	30	14	644
D. never or almost never	83	8	16	23	46	13	26	6	12	645	83	16	46	26	12	645	34	11	40	31	18	642
How often do you use hands-on materials in mathematics class?																						
A. almost every day	2	0	0	0	0	0	0	1	100	624	2	0	0	0	100	624	17	8	35	33	24	639
B. two or three days a week	20	1	8	4	33	3	25	4	33	636	20	8	33	25	33	636	28	13	42	30	15	643
C. two or three times each month	62	7	19	19	51	9	24	2	5	648	62	19	51	24	5	648	31	15	43	30	13	645
D. never or almost never	17	0	0	2	20	5	50	3	30	632	17	0	20	50	30	632	23	14	39	30	17	643
Optional school/SAU question																						
A.	100	0	0	0	0	0	0	1	100	620	100	0	0	0	100	620						
B.	0										0											
C.	0										0											
D.	0										0											

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